

All Saints Progression Map: History

	EYFS	Key Stage 1	Lower KS2	Upper KS2
Chronological Understanding	<p>Children:</p> <ul style="list-style-type: none"> begin to develop a chronological understanding know the different between long ago and now compare modern and old objects put two objects or events in order know their life is different from the lives of people in the past begin to show an understanding of time 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time order dates from earliest to latest on simple timelines sequence pictures from different periods name several people who have contributed to national and international achievements describe memories and changes that have happened in their own lives 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> understand that the past is divided into differently named periods sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately accurately use dates and terms to describe historical events understand and describe in some detail the main changes to an aspect in a period in history identify specific changes within and across different periods over a long arc of development understand how some historical events/periods occurred concurrently in different locations
Historical Concepts	<p>Children:</p> <ul style="list-style-type: none"> begin to understand how things change over time begin to understand the passage of time can recall some simple facts can put 2 events of objects in order give one cause of an event 	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present identify similarities and differences between ways of life in different periods know and recount episodes from stories and significant events in history understand and explain that there are reasons why people in the past acted as they did describe significant individuals from the past 	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes find out about the everyday lives of people in time studied compared with our life today and describe some of the key similarities and differences explain how people and events in the past have influenced life today identify key features, aspects and events of the time studied describe connections and contrasts between aspects of history, people, events and artefacts studied 	<p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> understand change and continuity identify and note connections, contrasts and trends over time in the everyday lives of people use appropriate historical terms such as culture, religious, social, economic and political when describing the past examine causes and results of great events and the impact these had on people describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children see the relationship between different periods and the legacy or impacts for the present day

Historical Interpretations	<p>Children:</p> <ul style="list-style-type: none"> • look at or touch objects from the past and comment on their appearance • can tell the past is different from today • can look at the differences between 'long ago' and 'now' • may be able to give an insight into their own view on an events that happened in the past 	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> • explain some of the ways we find out about the past • start to compare two versions of a past event • observe and use pictures, photographs and artefacts to find out about the past • start to use stories or accounts to distinguish between fact and fiction • explain that there are different types of evidence and sources that can be used to help represent the past • Understand the importance of basing our ideas on evidence 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • consider different ways of checking the accuracy of interpretations of the past • start to understand the difference between primary and secondary evidence and the impact of this on reliability • show an awareness of the concept of propaganda • know that people in the past represent events or ideas in a way that may be to persuade others • begin to evaluate the usefulness of different sources
Historical Enquiry	<p>Children:</p> <ul style="list-style-type: none"> • show an interest in the past • begin to ask questions about artefacts, suggesting what they might be used for • make accurate comparisons between modern and old objects • find answers to simple questions from a piece or text or a picture 	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • observe or handle evidence, including artefacts, to ask simple questions about the past • Make hypotheses about the past • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations • choose and select evidence and say how it can be used to find out about the past. 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past • construct informed responses about one aspect of life ora key event in the past through careful selection and organisation of relevant historical information • gather more detail from sources such as maps to build up a clearer picture of the past • regularly address and sometimes devise own questions to find answers about the past • begin to undertake their own research 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past • evaluate a range of historical sources • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites • select relevant sections of information to address historically valid questions and construct detailed, informed responses • investigate their own lines of enquiry by posing historically valid questions to answer

Vocabulary and Presentation	<p>Children:</p> <ul style="list-style-type: none"> • use the vocabulary <i>old, new, then, now, before</i> • talk, write or draw about things from the past • share their own experiences within their life timeline • share their ideas about objects, people or events from the past 	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • show an understanding of historical terms, such as <i>monarch, parliament, government, war, remembrance</i> • talk, write and draw about things from the past • use historical vocabulary to retell simple stories about the past • use drama/role play to communicate their knowledge about the past 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as <i>ruled, reigned, empire, invasion, conquer, kingdoms</i> • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides • start to present ideas based on their own research about a studied period 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as <i>democracy, civilisation, social, political, economic, cultural, religious</i> • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports • plan and present a self-directed project or research about the studied period.
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